

|                         |  |
|-------------------------|--|
| 1. Record Nr.           | UNINA9910963541703321  |
| Autore                  | McAuliffe Garrett  |
| Titolo                  | Teaching strategies for constructivist and developmental counselor education // written and edited by Garrett McAuliffe and Karen Eriksen  |
| Pubbl/distr/stampa      | Westport, Conn., : Bergin & Garvey, 2002   |
| ISBN                    | 9781429475372<br>1429475374<br>9780313075117<br>0313075115   |
| Edizione                | [1st ed.]  |
| Descrizione fisica      | 1 online resource (192 p.)   |
| Altri autori (Persone)  | EriksenKaren <1956->   |
| Disciplina              | 378.1/94   |
| Soggetti                | Constructivism (Psychology)<br>Educational counseling - Study and teaching (Higher)<br>Student counselors - Training of  |
| Lingua di pubblicazione | Inglese  |
| Formato                 | Materiale a stampa   |
| Livello bibliografico   | Monografia   |
| Note generali           | Bibliographic Level Mode of Issuance: Monograph  |
| Nota di bibliografia    | Includes bibliographical references and index.   |
| Nota di contenuto       | Intro -- Contents -- Preface -- 1 The Heart and Craft of Teaching: What We Know Garrett McAuliffe -- Constructivism: A Route Through the Labyrinth -- A Problem: Dangerous Dualisms -- The "Heart" of Teaching: Emotion, Experience, and Moral Purpose -- The Craft of Teaching -- Conclusion -- References -- 2 Using Traditional Teaching Methods Effectively: A Guide to Lecturing, Asking Questions, and Leading Discussions Garrett McAuliffe -- Lecture -- Questioning -- Classroom Discussion -- Conclusion -- References -- 3 Activities for Increasing Personal Awareness Karen Eriksen, Nathalie Kees, Rolla E. Lewis, James McGraw, Carlotta J. Willis, Lois Benishek -- The Feelings Round -- Conclusion -- Appendix -- References -- Guided Visualization -- References -- The Structured Narrative Exercise -- Sample Structured Narrative: "Vision of Self as a Counselor" -- References -- Introspection, Film Review, and Group Discussion -- References -- Activities for Increasing Awareness of Nonverbal Communication -- Classroom Experiences -- Conclusion -- Appendix -- References -- The "Archeological Dig" Exercise -- References -- 4 Activities for Increasing Multicultural Awareness Garrett McAuliffe, |

Marilyn J. Montgomery, Raquel Contreras, Aretha Faye Marbley, William M. Kurtines, Karen Eriksen -- Walt Whitman's Challenge: The Self-Authorizing Activity -- Conclusion -- References -- Appendix -- Identifying Cultural Group Memberships: An Introductory Activity -- References -- Appendix -- Minding Our Manners: An Activity for Constructing Ethnicity -- Conclusion -- References -- Participatory Activities for Diversity Training -- Awareness of One's Own Culture -- Awareness of Differences -- Increasing Your Knowledge About Local and Particular Ethnic Groups -- Assuming Another's Ethnic Identity Throughout Role-Taking. Experiencing Another's Ethnic Identity Through the Expressive Arts -- References -- Introduction to Cultural Assimilation -- References -- 5 Improvisational Activities Karen Eriksen, Michael O'Connor, Garrett McAuliffe -- Dramatic "Sculpting" -- References -- Behavioral Role Play and Gestalt Chair Work -- Conclusion -- References -- Modeling the Counseling Interview in Three Stages: A Course-Opening Activity -- References -- 6 In-Class Group Activities Karen Eriksen, Gail Uellendahl, Joan Blacher, Garrett McAuliffe -- Introductory Card Sort Exercise -- References -- The Great Debate -- References -- Creating a Program -- Conclusion -- References -- The Internship Case Supervision Go-Round -- References -- Case Studies -- References -- 7 Using Projects as Teaching Tools Karen Eriksen -- Using Simulation to Teach about Professional Associations and Advocacy -- References -- The Community Interview and Panel Discussion Activity -- Reference -- Index -- About the Editors and Contributors.

---

#### Sommario/riassunto

An urgent need exists for a guide to innovative mental health education. Despite the hundreds of programs in existence for training students in counseling, human services, social work, and psychology, teachers in such programs have relied on an informal network of information exchange to guide their teaching practice. Yet, constructivist and developmental theories now point to sound, innovative practices for teaching. This volume delineates some of those practices. The authors take the position that, despite years of research on effective adult education, university teaching fails, in practice, to incorporate research-supported teaching principles. Current university instruction is still dominated by the teacher-as-authority model, in which he or she downloads information from the front of the class and expects students to regurgitate it in papers and on exams. This book seeks to counter the limitations of these often-unquestioned methods. The social constructionist and constructive developmental paradigms undergird the descriptions of counselor preparation strategies offered in this book. Such strategies are characterized by the themes of meaning-making, collaboration, equality, and activity in the learning environment.

---